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**Kari Kokka\*** ([kokka@pitt.edu](mailto:kokka@pitt.edu)), 230 South Bouquet St., WWPB Department of Instruction and Learning, Pittsburgh, PA 15232. *Empowering students and supporting their well-being through Healing Informed Social Justice Mathematics.*

Using Social Justice Mathematics (Gutstein, 2006), an ecological approach to Trauma Informed Care (Harvey, 1996) and Radical Healing (Ginwright, 2016), and this session explores how the intersection of these three approaches may offer a new framework for engaging in mathematics instruction through Healing Informed Social Justice Mathematics. Social Justice Mathematics aims to develop students' academic proficiency and students' sociopolitical consciousness, or conscientização (Freire, 1970), to critically analyze and change the world (Gutstein, 2006). Social Justice Mathematics tasks typically investigate a social issue relevant to students' local contexts using mathematics as a tool. A healing informed approach to this considers how discussing emotions and identifying structural factors related to trauma (e.g. socioeconomic status, access to stable housing, health care, and food security) may engage students and empower them to create change. Findings will be shared from a case study of one urban middle school mathematics classroom, where students discussed their emotions, engaged in structural analyses of local social issues to resist stereotypes, and expressed plans to take action. We will consider how this approach might work in various grade levels and settings. (Received August 12, 2018)